

# Risk Watch<sup>®</sup>



## THIRD GRADE SUPPLEMENTAL LESSONS

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### **RISK WATCH<sup>®</sup> AREA: MOTOR VEHICLE SAFETY**

#### **Objective:**

Understand the importance of wearing a safety belt in the backseat when riding in a car, van, or truck.

#### **Preparation:**

Make copies of the “Belt On in the Back” poem, worksheet

#### **Procedure:**

1. Read the poem aloud to the students as they follow along.
2. Discuss any vocabulary words that could lead to better student understanding.
3. Choose a student to read each verse aloud.
4. As a class, discuss the concept of main idea. Complete the first section of the worksheet, discussing the main idea of the first stanza. Depending on your students, have the class work with a partner or independently to complete the rest of the worksheet.
5. Have students work in pairs, assigning each pair one line from the poem. Give students a large sheet of white paper on which to write and illustrate their line. Bind all the pages together to make a big book to share with younger students.
6. Conduct a closing discussion on the importance of wearing a safety belt and riding in the backseat of a motor vehicle.

#### **ILLINOIS STATE STANDARDS:**

##### **ENGLISH LANGUAGE ARTS**

- 1B: APPLY READING STRATEGIES TO IMPROVE UNDERSTANDING AND FLUENCY.
- 1B1D: READ AGE-APPROPRIATE MATERIAL ALOUD WITH FLUENCY AND ACCURACY
- 1C: COMPREHEND A BROAD RANGE OF READING MATERIALS.
- 1C1B: IDENTIFY IMPORTANT THEMES AND TOPICS.
- 3B: COMPOSE WELL-ORGANIZED AND COHERENT WRITING FOR SPECIFIC PURPOSES AND AUDIENCES

##### **PHYSICAL DEVELOPMENT AND HEALTH**

- STATE GOAL 22:** UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.
- 22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



### Belt on in the Back

Name \_\_\_\_\_

A safety belt could save your life  
This fact is true for all  
Wear it snug, low on your hips  
And sit up straight and tall

The backseat is the place to be  
If you're not yet a teen  
It's much safer than the front  
Are you catching what I mean?

A booster seat's a good idea  
For belts that don't fit right  
Keep them down and off your face  
If you don't have the height

We want you to be safe each time  
You get into a car  
Buckle up each time you ride  
And life will take you far

MAIN IDEA (Stanza 1)

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MAIN IDEA (Stanza 2)

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MAIN IDEA (Stanza 3)

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MAIN IDEA (Stanza 4)

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### RISK WATCH<sup>®</sup> AREA: FIRE AND BURN PREVENTION

#### Objective:

Students will draw conclusions from context clues.

#### Preparation:

Make copies of pages 5 and 6 for each student.

#### Procedure:

1. Review fire safety section in the Risk Watch<sup>®</sup> Curriculum with the students.
2. Discuss the importance of being able to draw conclusions from text when you are reading (from the standpoint of a reading lesson). Explain what it means to draw a conclusion, give several oral examples:
  - a. Susie woke up with a start. She was surprised to find she had fallen asleep as she had been determined to stay and awake and see “her”. She felt the empty space between her front teeth with her tongue. Slowly she reached her hand under the pillow in excited expectation. WHAT IS SUSIE HOPING TO FIND? (money from the tooth fairy)  
Have the students point out the context clues that helped them to reach this conclusion.
  - b. Leon’s father called to him from the back door. “It’s time!”, he yelled. Leon ran, excited and nervous, towards the back door. His father was all keyed up as he explained that Leon’s grandmother would soon be there to watch him while he took his mother to the hospital. Leon hugged his mother as his father took her suitcase out to the car. She rubbed her bulging tummy and grimaced and then smiled. “It won’t be long now,” she exclaimed. She knew how thrilled Leon was and hoped that wouldn’t change afterwards when he would no longer be the sole center of attention. WHY ARE LEON’S PARENTS GOING TO THE HOSPITAL? (Leon’s mom is going to have a baby)
3. Guide the students through the worksheet which has similar scenarios but with fire safety information in mind. Students will need to be familiar with the Risk Watch<sup>®</sup> Fire Safety Curriculum to complete this exercise.

#### ANSWER KEY:

1. Mary heard the smoke alarm. She felt the door so she would know if fire was on the other side or if it was safe to open the door. Now she should find another exit from her bedroom, probably the window.
2. Tom’s shirt had caught on fire. Now he should make sure the fire is completely out, call a grown-up for help, and cool any burns with cool water for 10-15 minutes.
3. Leslie was burned by steam escaping from the bowl. She should have taken care when removing the plastic wrap to avoid the steam. Now she should cool the burns with cool water and call for an adult.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY

- 1B1A: ESTABLISH PURPOSES FOR READING, MAKE PREDICTIONS, CONNECT IMPORTANT IDEAS, AND LINK TEXT TO PREVIOUS EXPERIENCES AND KNOWLEDGE
- 1B1D: READ AGE-APPROPRIATE MATERIAL ALOUD WITH FLUENCY AND ACCURACY.
- 1C1D: SUMMARIZE CONTENT OF READING MATERIAL USING TEXT ORGANIZATION (E.G., STORY, SEQUENCE)

##### STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS, AND IDEAS

- 2B1A: RESPOND TO LITERARY MATERIALS BY CONNECTING THEM TO THEIR OWN EXPERIENCE AND COMMUNICATE THOSE RESPONSES TO OTHERS.

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



### Context Clues

Name \_\_\_\_\_

DIRECTIONS: Read the story and use context clues and your fire safety knowledge to draw conclusions and answer the questions that follow.

1. Mary was sound asleep in her bed. Suddenly she was awakened by a loud noise. Mary knew exactly what to do. She rolled out of bed and crawled to the door and felt it with the back of her hand. The door felt very hot.

What noise did Mary hear?

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Why did Mary feel the door?

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What should Mary do now?

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2. Tom sat around the campfire with his Boy Scout troop. This had been the best campout yet! He watched intently as the fire crackled and sparks popped. Suddenly he looked down at his shirt. He couldn't believe it! He fell to the ground away from the fire, covered his face, and rolled back and forth. Good thing he had been listening during the fire safety talk today!

What was on Tom's shirt?

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What should he do now?

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### Context Clues continued...

3. Leslie heard the ding. She ran into the kitchen and removed her bowl of soup from the microwave. She was so hungry! Quickly she removed the plastic wrap from the bowl. Suddenly she cried out in pain.

Why did Leslie cry out?

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What should she have done?

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What should she do now?

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BONUS: Now write your own drawing conclusions problem for a friend to solve. Remember to give hints that will help to answer the question.

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### RISK WATCH<sup>®</sup> AREA: CHOKING, SUFFOCATION AND STRANGULATION

#### Objective:

Students will review the concepts of choking, suffocation, and strangulation through oral presentations and editing.

#### Procedure:

1. Review the concepts of the Choking, Suffocation, & Strangulation Risk Watch<sup>®</sup> lesson with the students.
2. Divide the class up into 3 groups. The groups will be assigned one of the three concepts just discussed (choking, suffocation, and strangulation).
3. Have the students work together in their group to brainstorm a list of possible things or scenarios that could potentially lead one to choke, suffocate, or strangle themselves. For example, the group assigned to “suffocation” might include such things as hiding in the trunk of a car, dry cleaning bags being placed over one’s head, etc.
4. After the groups have brainstormed their lists, have them develop a presentation to give to a kindergarten class about these potential dangers. Presentations might be small skits, stories, etc. Allow for creativity.
5. Plan a time to visit a kindergarten class and present information. You might want to identify 3 different classes and have each group present to just one for time allowances.
6. Have the students review the concepts by completing the editing worksheet at home or in class. If you have not yet introduced commas in a series you would need to do so before having the students complete this sheet independently.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS

4B1A: PRESENT BRIEF ORAL REPORTS, USING LANGUAGE AND VOCABULARY APPROPRIATE TO THE MESSAGE AND AUDIENCE

##### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3A: USE CORRECT GRAMMAR, SPELLING, PUNCTUATION, CAPITALIZATION AND STRUCTURE

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.

##### STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION MAKING SKILLS.

24C: DEMONSTRATE SKILLS ESSENTIAL TO ENHANCING HEALTH AND AVOIDING DANGEROUS SITUATIONS.



## CHOKING

Name \_\_\_\_\_

DIRECTIONS: Edit the following sentences.

1. choo you're food well so that you don't choke

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2. miss evans told mary not to run and play while she was eating

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3. never put small items such as coins balloons and marbles in your mouth.

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4. mother removed the drawstring from marks hood so that it wouldn't get caught around his nek.

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5. your airway could be blocked by choking strangulation or suffocation

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6. children shouldn't close themselves up in smal spaces such as trunks toy boxes or freezers

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7. every one needs to be able to breathe in order two live

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### RISK WATCH<sup>®</sup> AREA: POISONING PREVENTION

#### Objective:

Students will review poison prevention safety facts and use a table to answer questions.

#### Procedures:

1. Upon completion of the Risk Watch<sup>®</sup> lesson on poison prevention, discuss how tables can help us to organize information.
2. Give examples of different types of tables from the math and/or social studies book. Tell the students that today you are going to share a real table that was put together by the U.S. Consumer Product Safety Commission that tells the number of deaths of children under the age of five each year due to poisonings. Many of these deaths are due to small children getting into medicine bottles and taking too much. They may think it is candy, etc. Pass out worksheet on page 10.
3. The table starts with 1972 and ends with 1998. There is a significant decrease in deaths when these two years are compared. Starting in 1972 child-resistant packaging was required, one obvious factor of this reduction. Have the students study the table and brainstorm as a class why this reduction may have taken place...guide them to not only this reason, but others as well. Other factors could include better parent education leading to proper storage of medications, Poison Control Center emergency phone numbers being more readily available, small children being taught not to eat things that are not given to them by an adult, etc.
4. Have the students use the table to answer the questions that follow.
5. Check the worksheet together and close with a review of poison prevention tips.

#### ILLINOIS STATE STANDARDS:

##### MATHEMATICS

**STATE GOAL 6:** DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS, PATTERNS, RATIOS AND PROPORTIONS.

6B1: SOLVE ONE- AND TWO-STEP PROBLEMS WITH WHOLE NUMBERS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.

**STATE GOAL 10:** COLLECT, ORGANIZE, AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

10A1B: ANSWER QUESTIONS AND MAKE PREDICTIONS BASED ON GIVEN DATA.



NAME \_\_\_\_\_

DIRECTIONS: Use the table to answer the following questions.

Death of children under age  
5 involving medicines &  
household chemicals

Year	Deaths
1972	216
1973	149
1974	135
1975	114
1976	105
1977	94
1978	81
1979	78
1980	73
1981	55
1982	67
1983	55
1984	64
1985	56
1986	59
1987	31
1988	42
1989	55
1990	49
1991	62
1992	42
1993	50
1994	34
1995	29
1996	47
1997	22
1998	26

- Which year had the most deaths due to poisoning? \_\_\_\_\_
- Which years had 42 deaths? \_\_\_\_\_
- How many deaths were there in 1984? \_\_\_\_\_
- Which year had more deaths, 1983 or 1990? \_\_\_\_\_
- How many deaths were there in 1993 and 1994 combined? \_\_\_\_\_
- Which year had the least amount of deaths? \_\_\_\_\_
- How many more deaths were there in 1991 than in 1992? \_\_\_\_\_
- How many deaths were there in 1978, 1979 and 1980 all together? \_\_\_\_\_
- How many more deaths were there in 1986 than in 1985? \_\_\_\_\_
- Why do you think there were so many more deaths in 1972 than in 1998?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### **RISK WATCH<sup>®</sup> AREA: FALLS PREVENTION**

#### **Objective:**

Students will review falls prevention information by analyzing an advertisement and answering questions.

#### **Procedure:**

1. Review the Risk Watch<sup>®</sup> lesson on Falls Prevention.
2. Bring in various advertisements from the newspaper or magazines. Making overheads out of them will enable the whole class to view them as you ask questions about each.
3. Pass out the worksheets to the students. Lead the class in a discussion to complete the worksheets together or have students work in pairs and then check answers with the whole class participating.
4. Have the students make their own advertisement for a safety fair in their community or school. Have them include specifics in regard to what will be at their safety fair (include other risk areas in the Risk Watch<sup>®</sup> Curriculum).

#### **ILLINOIS STATE STANDARDS:**

##### **ENGLISH LANGUAGE ARTS**

##### **STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY**

- 1A: APPLY WORD ANALYSIS AND VOCABULARY SKILLS TO COMPREHEND SELECTIONS.
- 1C: COMPREHEND A BROAD RANGE OF READING MATERIALS.

##### **PHYSICAL DEVELOPMENT AND HEALTH**

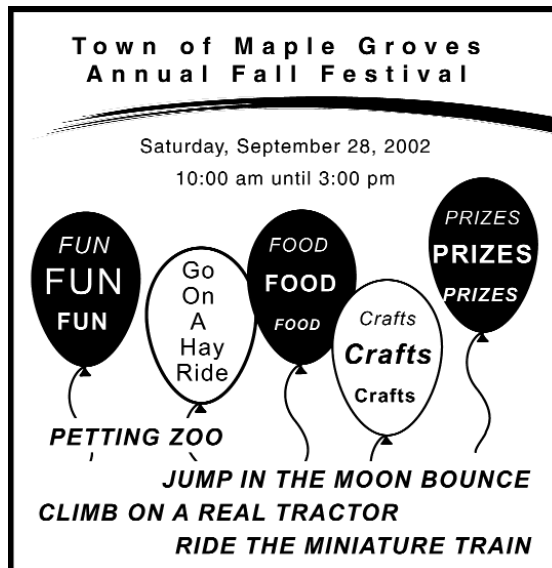
##### **STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.**

- 22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



Name \_\_\_\_\_

DIRECTIONS: Study the following advertisement. Answer the questions that follow.



1. What time does the festival begin? \_\_\_\_\_

2. Name some of the events that could result in a possible fall:

a. EVENT #1: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

b. EVENT #2: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

c. EVENT #3: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

d. EVENT #4: \_\_\_\_\_

What could organizers do to make this event safer?

\_\_\_\_\_

3. How many hours long is the event?

\_\_\_\_\_



Name \_\_\_\_\_

4. Make a schedule for your family pretending you are going to attend this event.

TIME FRAME:

ACTIVITY:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____



### RISK WATCH<sup>®</sup> AREA: FIREARMS INJURY PREVENTION

#### Objective:

Review firearm injury preventions through the practice of writing a personal letter.

#### Procedure:

1. Upon completion of the firearms injury prevention lesson in the Risk Watch<sup>®</sup> Curriculum, review the major concepts from this lesson on the board.
2. Review or introduce the steps of a letter: Heading, Greeting, Body, Closing and Signature.
3. Read the following letter to the students:

Dear Risk Watcher,

September 23, 2002

My name is Mr. Brown and I understand that you have been learning ways to keep you and your family members safe. My wife and I have three children and we always want them to be safe and sound. I love to go hunting with my friends and I am considering purchasing a gun and some ammunition. I need to know the safest way to store these items so that no one in my family could be injured. Can you help me with this problem? I will be waiting for your reply.

Sincerely,  
Mr. Brown

4. Have the students write their reply to Mr. Brown on the stationary provided. Discuss the fact that the safest thing to do would be to not buy a gun at all, but if he does, he needs to be given safety tips on how to store it properly.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

**STATE GOAL 3:** WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3A: USE CORRECT GRAMMAR, SPELLING, PUNCTUATION, CAPITALIZATION AND STRUCTURE

3B1B: DEMONSTRATE FOCUS, ORGANIZATION, ELABORATION AND INTEGRATION IN WRITTEN COMPOSITION (E.G. SHORT STORIES, LETTERS, ESSAYS, REPORTS)

##### PHYSICAL DEVELOPMENT AND HEALTH

**STATE GOAL 22:** UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.

[illegible]



### RISK WATCH<sup>®</sup> AREA: BIKE SAFETY

#### Objective:

Students will identify safe and unsafe behaviors depicted in the media.

#### Preparation:

Bring in various magazines for children or magazines or advertisements in which children are depicted.

#### Procedure:

1. Upon completion of the Bike and Pedestrian safety lesson in the Risk Watch<sup>®</sup> Curriculum, review the importance of wearing a bike helmet every time you ride your bike, scooter, skateboard, etc.
2. Lead a class discussion on how the media influences behavior. Discuss personal experiences your students have had in wanting to imitate something they have seen in the movies, on television, or in a magazine.
3. Have the students find at least eight different photographs of children on bicycles, scooters, skates, etc. and document whether or not they are wearing a sport/bike helmet.
4. Have students use their documentation to make a bar graph with the following titles: "Proper Use of Helmet", "No Helmet", and "Improper Use of Helmet". Discuss the fact that a helmet is only effective if worn properly. Review the steps of properly fitting a helmet:

**POSITION:** Put the helmet on your head so it sits evenly between the ears and rests low on your forehead – it should only be about 1-2 finger widths above your eyebrow.

**PADS:** Put foam pads inside the helmet so it feels comfortable but really snug. Usually the helmet includes more than one size of foam pads that can be Velcro-ed inside the helmet for a better fit.

**STRAPS:** Tighten the chinstraps as snugly as possible. Adjust the junction of the front and back straps so that the junction is just under the earlobes. You should be able to fit one finger in-between the chin and the chin strap.

5. Have students choose one of the periodicals that depicted a child without a helmet and write to the editor. Their letter should include mention of the enormous amount of influence their magazine has over childrens' behavior and the importance of wearing a bike helmet. Students could also write to the magazines that showed improperly fitted helmets and include the steps to properly fitting a helmet.

#### ILLINOIS STATE STANDARDS:

##### ENGLISH LANGUAGE ARTS

##### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

3C1A: WRITE FOR A VARIETY OF PURPOSES INCLUDING DESCRIPTION, INFORMATION, EXPLANATION, PERSUASION AND NARRATION.

##### STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS, AND COMMUNICATE INFORMATION

5A: LOCATE, ORGANIZE, AND USE INFORMATION FROM VARIOUS SOURCES TO ANSWER QUESTIONS, SOLVE PROBLEMS AND COMMUNICATE IDEAS.

5B1A: SELECT AND ORGANIZE INFORMATION FROM VARIOUS SOURCES FOR A SPECIFIC PURPOSE.

5C1A: WRITE LETTERS, REPORTS AND STORIES BASED ON ACQUIRED INFORMATION.

##### PHYSICAL DEVELOPMENT AND HEALTH

##### STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.

[illegible]



### RISK WATCH<sup>®</sup> AREA: WATER SAFETY

#### Objective:

To review water safety rules using a logic grid.

#### Before You Start:

Logic grids are fun ways to promote higher level thinking skills among your students. The following is an example:

Start with a blank grid (until students are comfortable with the process, provide the grid to them). The grid for our example looks like this:

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary				
Doug				
Lisa				
Leon				

#### Procedure:

Four students brought their lunch from home. Use the following clues to find out which student brought what.

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary				8
Doug				
Lisa				8
Leon				

1. A boy brought the salad. (Since you know that Mary and Lisa could not have brought the salad, you would fill in the grid with X's in these two positions) like this:

#### ILLINOIS STATE STANDARDS:

##### MATHEMATICS

**STATE GOAL 10:** COLLECT, ORGANIZE, AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

10A 1B: ANSWER QUESTIONS AND MAKE PREDICTIONS BASED ON GIVEN DATA.

10B 1C: ANALYZE DATA, DRAW CONCLUSIONS AND COMMUNICATE THE RESULTS.

##### PHYSICAL DEVELOPMENT AND HEALTH

**STATE GOAL 22:** UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22A 1C: IDENTIFY DANGEROUS SITUATIONS AND SAFETY METHODS TO REDUCE RISKS.



	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary			8	8
Doug			8	
Lisa			8	8
Leon	8	8	<b>O</b>	8

2. Leon's lunch smelled fishy. (Now we can make more X's and a **O**...since no one else brought a tuna sandwich we can make even more X's)

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary			8	8
Doug	8	8	8	<b>O</b>
Lisa			8	8
Leon	8	8	<b>O</b>	8

And by process of elimination now we know that Doug brought the salad so we can add more X's and another **O**.

	Pizza	Hot Dog	Tuna Sandwich	Salad
Mary	8	<b>O</b>	8	8
Doug	8	8	8	<b>O</b>
Lisa	<b>O</b>	8	8	8
Leon	8	8	<b>O</b>	8

3. Mary is allergic to cheese. (Now we know Mary brought the hot dog...by adding another **O** and the X's we now know what Lisa brought as well.

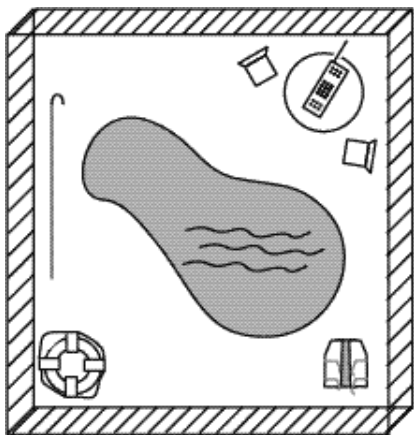
### Answer:

Mary brought the hot dog, Doug brought the salad, Lisa brought pizza, and Leon brought the tuna sandwich.

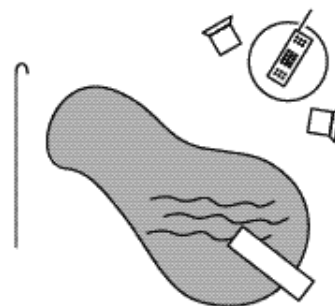
### Procedure:

1. Review the Risk Watch<sup>®</sup> safety rules in the Water Safety lesson.
2. Discuss the importance of always swimming with an adult present.
3. Do the sample logic grid with the students and then show the students the worksheet with the different pools illustrated.
4. Discuss each of the pools and the safe and unsafe things they see.
5. Have the students complete the logic grid individually, with a partner, or as a whole class depending on skill level.
6. As an extension activity make up other logic grid puzzles using students' names and other safety scenarios.

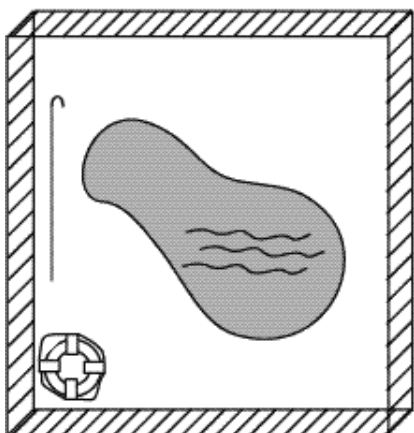
A



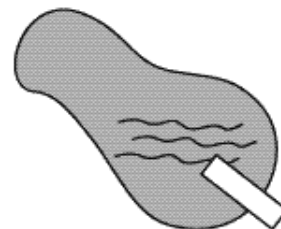
B



C



D



Name \_\_\_\_\_

Label A, B, C, or D to match the pool with the person:

Lauren \_\_\_\_\_

Will \_\_\_\_\_

Amy \_\_\_\_\_

Erin \_\_\_\_\_

Whose pool is the safest?

1. Amy's pool has a diving board.
2. Will's pool has a portable phone outside.
3. Erin's pool has a fence and a self-latching gate.
4. Lauren's pool has a life ring.
5. Lauren's pool does not have a portable phone.

Who has the safest pool?

\_\_\_\_\_